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ABSTRACT

These three newsletter issues provide organizational news from the program that awards the Child Development Associate (CDA) credential to caregivers. Each issue provides a CDA profile of an exceptional educator or caregiver. The March issue introduces the new director of the Council for Early Childhood Professional Recognition and describes exceptional CDA programs in South Carolina and Alabama. A progress report on the CDA program, a listing of new publications, and seminars for professional development are also described. The August issue reports on the status of the CDA credentialing program, CDA training locations in Arkansas, and institutions offering academic credit for the CDA credential. Information on the Nursery Nature Walks organization and the international conference in recognition of the United Nations' International Year of the Family is also provided. The November issue provides data compiled from the latest CDA survey on education, salary, and position information on CDAs. Information is provided on the establishment of the national CDA Advisory panel, availability of Joint Training Partnership Act (JTPA) funds for CDA credential training, and the Family Child Care Training Project curriculum integrating special needs children into regular child care programs. An essay on CDAs in Head Start is also included. (SD)

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COMPETENCE

News for the CDA Community

Volume 11 , Number 1 **March 1994**

Council Names Director of CDA Program

Deborah Jordan Becomes New Director

Deborah Jordan, Director, CDA Program

The Council for Early Childhood Professional Recognition has named Deborah Jordan to the newly created position of Director of the CDA Credentialing Program.

Jordan, who most recently served as the program coordinator for the CDA Professional Preparation Program (*CDA P_3*), has worked extensively in the early childhood field as an administrator.

After working at the National Association for the Education of Young Children (*NAEYC*) as an Accreditation Specialist, she moved to the Council where she was instrumental in the development and implementation of the Council's one-year training program, the CDA Professional Preparation Program. She has been at the Council for five years.

As director of the program, Jordan will be responsible for the overall management of the CDA Credentialing effort and will oversee the functions of the other units that provide the day-to-day, hands-on operation of the program.

Carol Brunson Phillips continues as Executive Director of the Council.

New Horizons at the Council

CDA Program Gets New Director

Special Education Limitations Dropped

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Special Education Limitations for CDA Credential Dropped

Candidates working in settings with special needs children can now go through the CDA credentialing process without requesting a waiver.

A special education panel recently determined that the CDA Competency Standards address caregiving skills needed to meet the needs of all children, regardless of the setting.

Council officials lifted the limitations and will prepare additional indicators to address special needs children.

CDA Presentations at Upcoming Conferences

CDA Update, North Carolina Head Start State Conference, Raleigh, North Carolina, March 17, 1994.

CDA Update, *Advisor Training*, and *Rep Refresher*, National Head Start Association, Louisville, Kentucky, April 14-15, 1994.

CDA Update and *Advisor Training*, Southern Early Childhood Association, New Orleans, Louisiana, April 16, 1994.

Competence is published three times a year by the Council for Early Childhood Professional Recognition, the organization that administers a nationally recognized credentialing program for caregivers and that awards the Child Development Associate (CDA) Credential.

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Dr. Carol Brunson Phillips is the Executive Director of the Council; Patricia A. Brown is the editor of *Competence*.

Special thanks to Deborah Rouse for her editorial contributions to this issue of *Competence*.

Academic Credit Awarded for South Carolina Television CDA Project

Dr. Milly Cowles has been in higher education, she says, "long before the CDA program was dreamed of". Like a child, she has seen it grow and mature over the years.

Today, Dr. Cowles, Distinguished Professor Emeritus, University of Alabama - Birmingham, is contributing to the growth of the CDA program.

An ardent supporter and advocate for the CDA, she works on the CDAProject at the Early Childhood Professional Development Network (*EPCDN*) at South Carolina Educational Television. The network delivers CDA training via satellite.

Dr. Cowles introduces the project to university and college officials in an effort to get them to award academic credit to participants.

She said that the overall impact has been very substantial across the United States in that almost all of the sites in the 38 participating states award credit leading to a degree in early childhood education.

Based on reports from participants, this is good news. Accordingly, 63 percent of the students in Phase I of the project and 59 percent in Phase II indicated they intended to pursue credit for their first semester of participation. An even greater number has indicated an interest for later semesters.

Dr. Cowles added that what she does has been very rewarding because her visits have raised the level of consciousness in places that have never considered the CDA as a project that they could give credit for.

"It has been heartening to see universities who have never partnered with Head Start to do so", she said.

Currently, 62 colleges and universities offer credit for these seminars.

Dr. Carolyn Dorrell, Project Manager, can be contacted for more information about the ECPDN project.

Dr. Elizabeth Engley Receives Award for Teaching in University of Alabama's CDA Program

"There is nothing more fulfilling than teaching adult learners to work with preschool children," said Dr. Elizabeth Anne Engley. She is the seventh annual recipient of the University of Alabama College of Continuing Studies' Award for Teaching Excellence.

The award recognizes Engley's outstanding teaching ability in child development courses for individuals working toward the Child Development Associate (*CDA*) Credential.

Engley is an Associate Professor, Curriculum and Instruction in the College of Education at Jacksonville State University. She has taught in the CDA Training Program for three years and has worked extensively with Head Start personnel.

"Dr. Engley's commitment to the art of teaching, especially in the areas of continuing studies and adult learning, makes her a natural choice for this year's award," said College of Continuing Education Dean, Dr. John C. Snider.

" She makes use of individualized curricula in order to nurture the educational development of each participant," said Nancy Williams, CDA coordinator in the college's Division of Insturcitonal Programs, noting that Engley uses a variety of delivery systems in her teaching.

Among Dr. Engley's achievements are leadership roles with numerous professional and academic associations.

CDA Profile

From CDA To Doctorate in Education: Dr. Carol Freund

The following article was submitted by one of our CDA Representatives, Dr. Sandra Biggar.

As a CDA Representative, I had reviewed over 80 portfolios in the last year. The one I was holding belonged to Dr. Carol Freund, an individual who had gone from a CDA to an Ed.D. in less than 20 years.

I was amazed at the insight about developmentally appropriate practice she had with young children before obtaining the CDA Credential.

Dr. Carol Freund is recognized as the first candidate to complete all of the requirements needed to obtain the CDA Credential during its experimental phase more than 20 years ago.

Dr. Fruend admits that prior to achieving the CDA, she had no set goals; and it wasn't until she was actually working towards the CDA, that she began setting goals toward a higher education.

She said that the CDA motivated her start in early childhood, and its emphasis on the needs of the individual child has remained her focus over the years.

Just as the portfolio is unique, this CDA candidate was quite unique also; when faced with what appears to be an obstacle, Dr. Freund quickly thinks of creative ways to work around it. She takes the initiative to go forward.

But more than anything, Dr. Fruend is a great advocate for peace. She had initiated a "Peace" curriculum in her preschool, even after being told that the concept of "peace" would be too difficult for young children to grasp.

The curriculum, which was well received here and abroad, focuses on inner peace, peace in the environment, and peace with children who have special needs.

After 25 years, Dr. Carol Freund still finds fulfillment in working with children.

Because of her work, she was invited to the Conference on Early Childhood Education in Bejing, China to present a paper on peace.

Although Dr. Freund has been offered administrative positions over the years, she finds her greatest fulfillment in the classroom.

After 25 years, Dr. Freund is still in the classroom. She teaches at Principia, a private school in St. Louis, Missouri.

In the preschool classroom, Dr. Fruend's devotion to children is genuine. She does not restrict her students from becoming acquainted with the needs in the world and learning appropriate ways to meet these needs.

She has a variety of activities that enable her students to appreciate and value other countries. The classroom has an overall feeling of joy and happiness which is displayed daily by her students.

Dr. Freund is very conscious of setting the tone for her classroom and equally conscious about the importance of nonverbal communication with young children. So much so that she has developed a strategy that puts her in touch with some of what her students experience on their first day of school

She participates in a new activity before the start of each school year. These activities may range from white- water rafting to hot-air balloon riding.

Dr. Carol Freund remains a devoted, giving and responsible professional who values the lives of young children more than any degree or certificate.

It's uncertain all of the wonderful things that Dr. Freund does with and for children, yet her commitment remains strong and she is an inspiration to others who have achieved or want to achieve the CDA Credential.

Her advice to those who are going after their goal in life is to "stay with it, maintain preserverance and have tremendous patience and desire."

The child care profession is lucky to have Dr. Carol Freund as one its most loyal advocates.

The July issue of *Competence* will feature secondary institutions that offer academic credit for the CDA Credential.

If your institution awards "life experience credits", where the CDA is translated into credit-bearing coursework, or your institution has established any form of articulation between CDA training and its Child Development Degrees, we would like to hear from you.

Please send your information to: *Competence* Editor, Council for Early Childhood Professional Recognition, 1341 G Street, NW, Suite 400, Washington, DC 20005-3105.

Information must be received no later than *April 20, 1994.*

Executive Director Speaks

From Development to Innovation, Progress Marks the CDA Program

Carol Brunson Phillips

Recently, I was asked to open a meeting of long time CDA friends with some informal comments about the history of the CDA Program. I wanted to set the context by giving a brief historical overview. But knowing that CDA often looks completely different depending upon when and where one enters, . . I decided to try to frame a view that would convey the distinct characteristics of various events while at the same time emphasize continuity.

The Consortium era I call the *"Development Period."* This of course was the time when the initial idea — that there should be a new category of early childhood professional — was transformed into a concrete program. Structure was put to its concepts, design to its principles.

To Bank Street belongs the *"Expansion Period."* Growth in the utilization of CDA pushed the program at its seams to make a way for caregivers in settings other than preschool to participate in the national credentialing program. At the same time, promoting the growing acceptance of CDA by penetrating the personnel requirements in state child care licensing was deliberately attacked. Success resulted in over half the states.

The Council saw the CDA Program through the *"Stabilization Period."* In the mid 80's, program disruption signaled a high priority need to consolidate a permanent future for the credential. This would mean first, an examination of the child care context — current trends and conditions on the workforce. Then, a plan would need to be developed to strengthen and refine the system itself, yielding a quality, cost effective assessment, using the most efficient, systematic means available (*Direct Assessment*).

Finally, to address the growing need to make CDA training more uniform, the program would provide an alternative route to credentialing through training (the *CDA* P_3).

These accomplishments having been achieved, the CDA Credentialing Program now offers a strong viable credentialing option for individuals wanting careers in early care and education. More than 55,000 credentialed providers attest to the CDA Credential's credibility as a career investment and a step toward professionalism.

This growth and maturity now brings the CDA program to the brink of a new era, one I will enthusiastically, albeit prematurely, call the *"Innovation Period."* In this era, the early childhood community is being challenged to bring ingenuity, creativity, and imagination to the task of *enriching* the credentialing program in ways that will increase the quality of care available to young children and contribute to the professional integrity of those who choose careers in the field.

To that end, rather than serving as its head in my role as Council Executive Director, the CDA program for the first time, will have its own separate director. Deborah Jordan, who has been with the Council for over five years, has been named to the position. She is expecting new challenges that will lead the CDA Program into an era of marked progress with unlimited growth.

Parents Speak Out About CDA Candidates

The opinion of parents is an essential part of the CDA assessment process, and impacts whether a CDA Candidate receives the CDA Credential. The majority of parent opinion questionnaires we receive at the Council show that parents are cognizant of and knowledgeable about the caregiver's role in their children's lives. The strength of their observations is a force that cannot be diminished!

The following quotes reflect typical parent observations about the CDA Candidates who work with their children. Candidate names have been changed to protect their privacy.

• • • • • • • • •

"Belinda has shown a real interest in my daughter and has taken the time to understand her personality. My daughter warmed up to Belinda easily, which was unusual, and Belinda gentle approach endeared her to my child. Belinda disciplines quietly, and genuinely seems interested in and proud of her students."

• • • • • • • • •

"Ms. Johnson has been and still is a wonderful influence on my son Jehrad. Jehrad is an only child, therefore, his biggest challenge is that of getting along with other children. Ms. Johnson helps Jehrad see that it is to his advantage to get along and share with other children. With her help I have seen some positive and encouraging changes in his personality. The best opinion I feel should come from my son, so I asked him what he thought of Ms. Johnson. He said, and I quote, "Momma, she does much good work!"

• • • • • • • • •

"Ms. Hamilton is always a very pleasant and friendly person. She discusses the problems and concerns about my son on a daily basis. She freely gives information on what I need to know. She's a good teacher and I feel at ease when I leave my child at the ... Preschool."

Teaching Strategies, Inc. Announces New Publication

Caring for Children in Family Child Care, Volumes I and II, are now available from Teaching Strategies, Inc.

Caring for Children in Family Child Care is designed specifically for those who care for children in a home setting. The 13 modules provide practical ideas for setting up the home environment and planning developmentally appropriate programs for children from infancy to age 12.

Additionally, learning activities allow family child care providers to assess their knowledge and apply new information to enhance what they already do in their home.

The books are essential for anyone seeking the CDA Credential or accreditation from organizations such as the National Association for Family Day Care.

For more information and to place an order, contact: Teaching Strategies, Inc., P.O. Box 42243, Washington, DC 20015; (800) 637-3652 or (202) 362-7543

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Child Care Administration Seminars to be Held at Wheelock College

The 19th annual advanced seminars in child care administration will be held June 25-August 4, 1994 at Wheelock College in Boston, Massachusets.

These intensive week-long seminars for child care professionals focus on practical, up-to-date information that can be put to use immediately.

Nine seminars will be offered for child care practitioners, center directors, policy makers, child care resource and referral staff, higher education representatives and others.

Highlights include seminars in *Family Child Care, Infant and Toddler Care, Child Care Policy, School Age Child Care, Child Care Resource and Referral, Financial and Legal Aspects of Center Management, the Child Care Organization*, and a wide range of topics of general interest to the early child care community.

For additional information, contact: Patricia Day, the Center for Career Development, Wheelock College, 200 The River Way, Boston, MA 02215; (617) 734-5200, ext 279.

Have comments or suggestions for story ideas? Drop us a line! Send them to: *Competence Editor*. Please include your daytime phone number.

New Curriculum for Workers 55 and Older Available

Generations Together is an Intergenerational Studies Program at the University of Pittsburgh's Center for Social and Urban Research that has been successfully training older persons and placing them in the child care workplace since 1986. Their years of experience recruiting, training and placing older adults in child care programs has paid off in the form of a first-of-its-kind curriculum.

The curriculum comprises a comprehensive professional day care training plan for workers 55 and older, and uses a relatively informal approach to communicate child development knowledge and to develop concrete child care skills.

Founded on principles of adult education, the curriculum consists of 22 training modules which incorporate the six competency goals and 13 functional areas of the CDA program. The course is designed to provide the student with 114 hours of classrooom and 35-40 hours of on-the-job training during an 11 week period.

Generations Together: A Job Training Curriculum for Older Workers in Child Care can be purchased from Generations Together, University Center for Social & Urban Research, University of Pittsburgh, 121 University Place, Suite 300, Pittsburgh, PA 152650.

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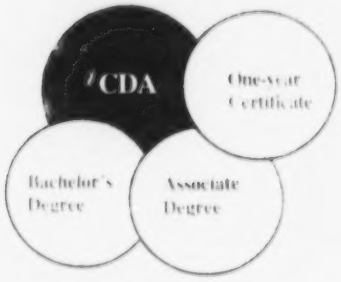
Child Development Associate
CDA
National Credentialing Program

COMPETENCE

News for the CDA Community

Volume 11, Number 2 August 1994

Post-Secondary Institutions that Offer Credit for the CDA Credential and CDA Training



Some two and four-year institutions award academic credit that can be applied to Associate and Bachelor degrees. Whether credit is for the CDA Credential itself, or for CDA training, individuals now have an opportunity to build further professional credentials. See pages 4-9 for the list of colleges that responded to our request for information about their particular programs.

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CDA Gains Momentum and Status as Credit-Bearing Credential

Now that CDA credentialing has gained nationwide acceptance as a reliable system for developing competent caregivers, colleges and universities have positioned themselves to add value to the credential by bridging coursework with academic credit

Although the process for determining the number of credits to be awarded is made on an individual basis, many colleges and universities have agreements that allow these credits to be applied toward degrees and certificates.

Whether it's for the CDA Credential itself or for CDA training, individuals who wish to obtain an Associate or Bachelor's degree, now have an opportunity to do so by having their experience and training translated into academic coursework that bear academic credit.

This is done in several ways. Some institutions translate the coursework involved in preparing for CDA assessment into credit. For others, the CDA Credential may be translated into practicum/internship credit, used as credit for electives, or categorized as "Life Experience" credits. Still other institutions use other variables to determine the number of allowable credits. They may evaluate the Professional Resource File or the Observation, and look at whether training experiences were formal or informal to make a final determination.

According to Joan Costley, Senior Fellow at the Center for Career Development in Early Care and Education at Wheelock College, articulation agreements among colleges are developed in a number of ways.

One such way is through the directive of a state-wide higher education agency. This agency oversees colleges in the state and brings colleges together to develop an agreement around issues concerning college credit.

Continued on page 3

CDA Profile: Tanya Jones

A CDA Success Story: FromTeacher's Aide to Program Director

Tanya Jones

By Deborah L. Rouse

CDA Tanya Jones' story is an inspiration for other Child Development Associates. Beginning as a teacher's aide with the Rockville Day Care Association in 1982, she became a member of the senior staff in 1986.

Continuing in the field, in 1990 she went to Montgomery College Child Care Center in Takoma Park, Maryland, and was promoted to director.

Jones received her CDA Credential with a preschool endorsement in March 1994, and is continuing as the director of the center where she is employed.

Jones admits that being the director of a child care center definitely has its rewards, but there are also challenges that come with that job.

One such challenge, she said, was keeping the staff and children motivated in a new setting when the center was temporarily closed because of harmful chemicals that were found in the lead paint used in the center. Jones and the students had to move into a small classroom on the campus.

Jones explains that this challenge was one that tested her strength and abilities as a director and as a person. "It was a once in a lifetime challenge, but I was challenged everyday to meet children's individual needs, as well as the needs of the parents and staff."

She had to make certain that the parents of the children felt certain that the environment was conducive to their children's needs and met their approval as well.

According to Jones, the CDA Credential has benefitted her in the sense that parents of her young students feel very reassured to know that a trained, competent teacher holds certification that is recognized nationally. Although she has only had her credential for a short period of time, the credential gives her an edge in the teaching field.

She goes on to explain that while many parents are not aware of what a CDA Credential is or what it means for a teacher, once the process is explained, they feel an added sense of assurance that their children are in capable hands.

Jones' advice to those who feel that directing a child care program is something they'd like to do, is, "Continue getting an education, improve yourself as much as possible. Always look for that possible open door in which to enter; inquire about available positions and openings."

Tanya is currently a Psychology major at Columbia Union College in Takoma Park, Maryland. She is also receiving her Associates of Arts degree from Liberty University in General Studies.

Her future plans include obtaining a Master's degree in Early Childhood Education from Maryland University, as well as making writing a serious professional goal for the future.

"I'd like to write children's books and incorporate them in my lesson plans. I'd like to do it in a way in which the children are able to be involved," she said.

As for the future, Jones says that she would like to continue on as director of the child care program. "Directing is fun for me...this is a great place to have a career."

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Post-Secondary Institutions in Arkansas Offering Credit for CDA Training

The following post-secondary institutions offer CDA training through the CDA Project at the Arkansas Department of Higher Education.

All of the institutions offer credit with one exception, where credit status is pending.

Cossatot Technical College
DeQueen, AR
Contact: Don Park
(501) 584-4474
Credit: 6 hours (*pending*)

Ouachita Technical College
Malvern, AR
Contact: Hugh Looney
(501) 332-3658
Credit: 6 hours

Red River Technical College
Hope, AR
Contact: James Griffin
(501) 777-5722
Credit: 9 hours

South Arkansas Community College
Eldorado, AR
Contact: Billy McGehee
(501) 862-8131
Credit: 9 hours

University of Arkansas
Pine Bluff, AR
Contact: Edith Neal
(501) 543-8817
Credit: 9 hours

Williams Baptist College
Walnut Ridge, AR
Contact: Dr. Rosemary Weaver
(501) 886-6741
Credit: 9 hours

Have suggestions for a story? Drop us a line! Send them to: *Competence* Editor. Please include your daytime phone number.

CDA Continuing Education Class Has Unusual Mix of Candidates

The recent CDA continuing education class at Weatherford College in Weatheford, Texas had somewhat of an unusual mix of candidates.

Not only were there candidates from both Head Start and public child care centers, but each credential endorsement was represented.

The whole idea of the mix, Gray said, was to encourage interaction among the different sectors and at the same time the college would be serving the community as a whole.

This mix, according to instructor Linda Gray, enriched classroom discussions a great deal and provided a basis for Candidates to exchange information about their perspective components, and to become more familiar with how centers outside of their own realm operate.

While Head Start candidates learned more about working with children with disabilities, candidates from public centers learned about the health and nutrition components that Head Start offers, and how to use observation tools.

Other results from the class have been just as tangible. Many of the 25 candidates who had not previously heard of the National Association for the Education of Young Children (*NAEYC*) now want to form a chapter. In addition, some of the centers in the area plan to will accreditation from NAEYC.

The 120-hour curriculum at Weatherford provides a variety of technical experience and skills that candidates need to successfully complete certification for CDA assessment.

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CDA Gains Momentum
Continued from page 1

Costley said that in the case of CDA, these issues are: (1) *how individuals can get college credit for community-based training;* (2) *where the CDA fits into degree programs and how many credits individuals can get along with it;* (3) *how CDA fits into the college's certification program if it has one;* (4) *how CDA and other certificates fit into the Associate degree program;* and (5) *how people move from an Associate to a Bachelor degree if they want to, and still get credit for the work they did as part of the Associate degree.*

Another way that agreements are developed is for colleges to get together with other colleges to work on the issues. Still another way is for the state legislature to encourage colleges to get together and develop a streamlined plan. Yet another way is in the context of professional development effort, where community colleges are participants.

Costly said that formulating these agreements is not an overnight process and sometimes takes a minimum of two years for colleges to get together, share information, and develop strategies to ultimately implement a plan.

Institutions that award academic credit for the CDA Credential and for training are listed on pages 4-9. Although the list is by no means exhaustive, it reflects the information received in response to a request in the March '94 issue of *Competence*.

Becoming a CDA is not a simple matter of getting a piece of paper that says you're competent.

It's a matter of pouring yourself into the lives of children by molding and shaping them, and allowing them the opportunity to learn, to grow, and to develop into individuals through their own individual experiences.

NAME OF INSTITUTION	CONTACT PERSON	NUMBER OF CREDITS AWARDED FOR THE CDA CREDENTIAL	DEGREE(S) THAT CREDITS ARE APPLICABLE TO
Aims Community College 5401 W. 20th St. P.O. Box 69 Greeley, CO	Maurine Summers Associate Professor of Early Childhood Education (303) 330-8008 x298 •	Credit is awarded for practicum experience on an individual basis.	Associate of Applied Science
University of Alaska - Fairbanks Bristol Bay Campus P.O. Box 1070 Dillingham, AK 99576-1070	Deborah McLean Early Childhood Program Coordinator (907) 842-5109	12	Early Childhood Certificate Associate of Applied Science in Early Childhood Education Bachelor's in Education with a Concentration in Early Childhood
University of Alaska - Southeast 11120 Glacier Highway Juneau, AK 99801-8671	Linda Squibb CDA Training Program (907) 465-6424 Kathrine Greenough (907) 465-6283	14	Early Childhood Education Certificate Associate of Applied Science
Brookhaven College 3939 Valley View Lane Farmer's Branch, TX 75244-4997	Shirley Smith Coordinator, Child Development Program (214) 620-4130/4136	16	Associate in Child Development
Broome Community College Box 1017 Binghamton, NY 13902	Barbara Nilsen, Ed.D. Early Childhood Coordinator (607) 778-5029	Up to 13. Students can test out of some courses and earn 4 credits for the practicum.	Associate of Applied Science in Early Childhood Education
Capital Community Technical College Woodland Campus 61 Woodland St. Hartford, CT 06105-2354	Jean Berkwitt CDA Coordinator (203) 520-7874	6 credits in Education (practicum experience)	Associate Degree in Early Childhood Education
Central College 3821 Caroline St., #248 Houston, TX 77004-9311	Joan Wyde, Ph.D. Department Head (713) 630-1181	6 elective credits for life experience	One year certificate in Child Development Associate of Applied Science in Child Development
Clark College 1800 E. McLoughlin Blvd. Vancouver, WA 98663-3598	Nancy Warren Coordinator of Early Childhood Education (206) 699-0394 Kathy Bobula Division Chair of Social Science (206) 699-0328	Up to 31	Early Childhood Certificate (one-year) of Proficiency

NAME OF INSTITUTION	CONTACT PERSON	NUMBER OF CREDITS AWARDED FOR THE CDA CREDENTIAL	DEGREE(S) THAT CREDITS ARE APPLICABLE TO
Daytona Beach Community College P.O. Box 2811 Daytona Beach, FL 32120-2811	Elaine Camerin, Program Manager Child Develoment and Education	6 electives and/or field work credits	Child Development Early Intervention Certificate Applied Science Degree in Child Development and Education
Empire State College State University of New York 8 Prince St Rochester, NY 14607-1406	Dr. Ellen Hawkes, Professor (716) 244-3884 x118	12	Associate Degree Bachelor's Degree
Erie Community College State University of New York 121 Ellicott St Buffalo, NY 14203-2698	Ruth Anderson Child Care Department Chair	4-5	Associate of Applied Science
Ferris State University College of Education Bishop 608 1349 Cramer Circle Big Rapids, MI 49307-2737	Dr. Mary McCorriston Program Coordinator, Child Development (616) 592-2392	Internship credits are awarded on an individual basis. Also, students may test out of some classes where they feel particularly competent.	Associate of Arts in Child Development
Harold Washington College 30 E. Lake St Chicago, IL 60601	Leah Shapiro Project Director (312) 553-5841	6	Child Development Certificate Associate of Arts in Child Development
Ivy Tech State College One W. 26th St P.O. Box 1763 Indianapolis, IN 46206	Sharon Sullivan Program Development, Child Development (317) 921-4517	12 Life Experience Credits	Associate of Applied Science
Jordan College 360 W. Pine St Cedar Springs, MI 49319	Marjorie Morgan (616) 957-3999 (616) 937-4783	Up to 15 Life Experience Credits	Associate of Applied Science in Child Development
Malone College 515 25th St., NW Canton, OH 44709-3897 Marian College 3200 Cold Spring Rd Indianapolis, IN 46222-1997	Jerri Helmreich Seminar Instructor (216) 471-8100 Rosanne Pirtle, Ph.D. (317) 929-0245	3 credits are awarded for the Seminar phase of the CDA Professional Preparation Program	Associate Degree in Early Childhood Education Associate Degree Bachelor's Degree

NAME OF INSTITUTION	CONTACT PERSON	NUMBER OF CREDITS AWARDED FOR THE CDA CREDENTIAL	DEGREE(S) THAT CREDITS ARE APPLICABLE TO
Montcalm Community College 2800 College Dr., SW Sidney, MI 48885-0300	Danny G. Herman Dean of Instructional Development (517) 328-2111 x234	No direct credit awarded; however, courses can be waived under "credit by exam" procedures.	Course requirements can be applied to the Associate of Applied Arts & Sciences in Early Childhood Education and the Associate of Arts and Science Degree.
Montgomery County Community College 340 DeKalb Pike Blue Bell, PA 19422	Debbie G. Levin Coordinator, Education (215) 641-6333	Life experience credits awarded on an individual basis.	
Pacific Oaks College 5 and 6 Westmoreland Pl. Pasadena, CA 91103	Ellen Kawano Biasin Coordinator, Pacific Oaks Extension (818) 397-1300	25 to 30	Bachelor's Degree in Human Development
Red Rocks Community College 13300 W. Sixth Ave. Lakewood, CO 80401-5398	Carol Carper Coordinator, Early Childhood Education (303) 988-6160 x505 Joan Smith CDA Coordinator (303) 988-6160 x276	Life Experience credits awarded on an individual basis.	Associate of Arts
South Puget Sound Community College 2011 Mottman Rd., SW Olympia, WA 98512-6218	Joyce E. Kilmer ECE Faculty/Coordinator (206) 754-7711 x378	12	Associate in Early Childhood Education
Southwestern Michigan College 58900 Cherry Grove Rd. Dowagiac, MI 49047	Carol A. Churchill Director, Career Work Experience Programs (616) 782-5113 x328	16+	Certificate Associate of Applied Science
Villa Julie College Greenspring Valley Rd. Stevenson, MD 21153-9999	Barbara Payne Shelton, Ed.D. Chair, Child Development Division	9-15 Prior Learning Credits will be made on an individual basis.	Teacher Certificate in Early Childhood Education Associate of Arts in Child Development
Weber State University School of Education Child and Family Studies Ogden, UT 84408-1301		12	Associate of Applied Science Bachelor of Science

NAME OF INSTITUTION	CONTACT PERSON	NUMBER OF CREDITS AWARDED FOR CDA TRAINING	DEGREE(S) THAT CREDITS ARE APPLICABLE TO
University of Alaska - Fairbanks Bristol Bay Campus P.O. Box 1070 Dillingham, AK 99576-1070	Deborah McLean Early Childhood Program Coordinator (907) 842-5109	18	Early Childhood Certificate Associate of Applied Science in Early Childhood Education Bachelor of Education with a Concentration in Early Childhood
Alcorn State University P.O. Box 480 Lorman, MI 39056	Dr. Doris C. Gray CDA Director (601) 877-6288	21	Certificate in Elementary and Early Childhood Education
Central Arizona College 8470 N. Oberfield Rd. Coolidge, AZ 85228	Cheryl Foster Manager, CDA Training Program (602) 426-0477	30	Associate of Applied Science in Early Childhood Education Certificate of Completion in Early Childhood Education
Arkansas Technical University Russellville, AR 72801-2222	Linda Garris Christian Associate Professor	12	Associate in Early Childhood Education Bachelor's in Elementary Education
Broome Community College Box 1017 Binghamton, NY 13902	Barbara Nilsen, Ed.D. Early Childhood Coordinator (607) 778-5029	9	Associate of Applied Science
Capital Community Technical College Woodland Campus 61 Woodland St. Hartford, CT 06105-2354	Jean Berkwitt CDA Coordinator (203) 520-7874	9	Associate in Early Childhood Education
Central Florida Community College P.O. Box 1388 Ocala, FL 34478-1388	Caroline Spradlin Coordinator, Continuing Education (904) 237-2111 x286	6 hours practicum credit Non-credit CDA training program is convertible up to 6 hours practicum	Applied Science in Child Development
Daytona Beach Community College P.O. Box 2811 Daytona Beach, FL 32120-2811	Elaine Camerin Program Manager, Child Development and Education	8	Associate of Applied Science in Child Development and Education (6 credits can be applied to the Child Development Early Intervention Certificate)

NAME OF INSTITUTION	CONTACT PERSON	NUMBER OF CREDITS AWARDED FOR CDA TRAINING	DEGREE(S) THAT CREDITS ARE APPLICABLE TO
Delta College University Center, MI 48710	Janet Crane Coordinator for Child Development (517) 686-9088	4	Certificate in Child Development Associate of Applied Science in Child Development
Edison Community College Division of Social Sciences 8099 College Parkway SW P.O. Box 06210 Fort Myers, FL 33906-6210	Nancy Hamilton Certified Home Economist & Adjunct Professor (813) 834-4544 x112	9	Associate in Arts Degree with a Concentration in Human Services
Empire State College State University of New York Various locations in New York State	Anne R. Bertholf Center Director and Associate Dean Empire State College 564 Franklin St. Buffalo, NY 14202	Varies across locations, faculty at each center determines credit levels depending upon the content of the local program. At Buffalo, upon recommendation by the CDA trainer, an individual can receive 16 credits	Associate and Bachelor's Degrees with a Concentration in Community and Human Services or Educational Studies
Ferris State College Bishop 608 1349 Cramer Circle Big Rapids, MI 49307-2737	Dr. Mary McCorriston Program Coordinator, Child Development (616) 592-2392	Credits are awarded on an individual basis	Associate of Arts in Child Development
Honolulu Community College Human Service Dept. 874 Dillingham Blvd. Honolulu, HI 96817	Miles Nakanishi Associate Professor (808) 845-9206	9	Associate of Science in Early Childhood
Ivy Tech State College (formerly Indiana Vocational Technical College) One W. 26th St. P.O. Box 1763 Indianapolis, IN 46206-1763	Sharon Sullivan Program Chairperson Child Development Indianapolis (317) 921-4517	12 Life Experience Credits	Technical Certificate Associate of Applied Science
Jordan College 360 W. Pine St. Cedar Springs, MI 49319	Marjorie Morgan (616) 957-3999 (616) 937-4783	CDA Training is integrated into the Child Development program. Twenty-one (21) credits are awarded if each Child Development course is taken.	Associate of Applied Science in Child Development
Lansing Community College 34 - Child Development P.O. Box 40010 Lansing, MI 48901-7210	Marcia Rysztak Assistant Professor (517) 483-1410	14 - Preschool Training 13 - Infant/Toddler Training	Certificate in Child Development Associate in Child Development

NAME OF INSTITUTION	CONTACT PERSON	NUMBER OF CREDITS AWARDED FOR CDA TRAINING	DEGREE(S) THAT CREDITS ARE APPLICABLE TO
Murray State University College of Industry and Technology Department of Home Economics Murray, KY 42071-3307	Sue Smith, CDA Advisor & Instructor (502) 762-3387	18	Associate Degree in Child Development Bachelor of Science in Child Development Bachelor of Science in Elementary Education
New Mexico State University College of Education Curriculum and Instruction Box 30001, Department 3CUR Las Cruces, NM 88003-0001	Dr. Nancy Baptiste Program Coordinator (505) 646-4820/2632	Students are evaluated on an individual basis, with the number of credits being awarded based on the student's educational background and formal training experience.	Associate Degree Education Para-professional (EPAR)
University of New Mexico-Gallup 200 College Rd. Gallup, NM 87301	Dr. Catherine Wescott Chair, Education Department and CDA Coordinator (505) 863-7590	13	Associate of Applied Science in Early Childhood Education Associate of Arts in Elementary Education
Okaloosa Walton Community College Niceville Campus 100 College Blvd. Niceville, FL 32578	Marilee C. Whitney Division of Continuing Education and Human Development (904) 729-5386	6 (+12) for field experience	Associate of Arts in Teacher Education - Early Childhood Asssociate of Applied Science in Child Development and Eductional Services
Pensacola Junior College 1000 College Blvd. Pensacola, FL 32504-8998	Betsy Werre Assistant Professor (904) 484-1448	9	Associate of Science in Child Development and Education Associate of Arts in Early Childhood/Child Development
Red Rocks Community College 13300 W. Sixth Ave. Lakewood, CO 80401-5398	Carol Carper Coordinator, Early Childhood Education (303) 988-6160 x505 Joan Smith CDA Coordinator (303) 988-6160 x276	15	Associate of Arts
Child & Family Institute University of Southern Maine College Ave. Gorham, MN 04038	Carol G. Nason CDA Advisor and Course Instructor (207) 799-7952	12	Bachelor of Science in Child Development
Rogue Community College Family Education Services Dept. 3345 Redwood Highway Grants Pass, OR 97526	Linda Blower Family Education Services Coordinator (503) 471-3520	9	One-year Child Development Provider Trainer Certificate
Wheelock College 200 The Riverway Boston, MA 02215	Linda Wetham Director of Associate Degree Programs (617) 734-5200 x262	12	Associate of Science in Early Childhood Education

47 CDAs Honored in Ceremony Sponsored by Harold Washington College/Department of Human CDA Training Project

Forty-seven newly-credentialed CDAs in Chicago, Illinois, were recently honored for their accomplishments.

In a ceremony that was marked by words of encouragement and admiration for the teachers and assitants who worked with inner city children, the CDAs were recognized for their hard work and perseverance during CDA training.

Speakers at the ceremony congratulated the honorees and spoke about the tremendous impact that they had on the children in their care.

Candidates earned the CDA credential under the Harold Washington College/Department of Human Services CDA Training Project.

Guests at the celebration included representatives of the college,the Department of Human Services of the City of Chicago, as well as advisors and relatives of the new Child Development Associates.

CDA recognition celebrations such as this are vital to keeping the CDA spirit alive and healthy. It was a unanimous feeling among all who attended that the next CDA celebration would be anxiously awaited.

***Nursery Nature Walks* Introduces Children and Families to Nature**

Nursery Nature Walks is a non-profit organization that was started in 1985 to introduce families to the outdoors and to instill respect for wildlife and wilderness areas.

Nursery Nature Walks provides short nature hikes and activities for very young children and their families throughout Los Angeles, Orange and Ventura Counties in California.

This outreach program specializes in bringing such opportunities to disadvantaged families.

The program targets newborn through kindergarten ages. *Nursery Nature Walks'* trained volunteers lead walks that emphasize parent-child interaction and appreciation of the natural environment. They also provides training for early childhood educators, parents, teens and young children.

For more information, call (310) 476-4084 or 1-800-597-6799.

Have an interesting or unique story to tell about your CDA experience? Drop us a line. Address your stories to: Competence Editor. Please include a daytime phone number.

International Conference to be Held in Recognition of United Nations' International Year of the Family

Families and Schools: A Global Perspective for a Multicultural Society, a special international conference in recognition of the United Nations' International Year of the Family, will be held October 26-29, 1994, in Oakland, California.

Hundreds of policymakers, practitioners, educators, parents and advocates will share information on family-school-community partnerships and network with the leaders in family involvement.

More than 75 national and regional professional advocacy organizations will sponsor the conference.

Parents, administrators, scholars, corporate leaders, educators, policymakers, social workers, human service providers, government officials, and representatives of nongovernmental organizations are encouraged to attend.

For more information, write or fax: Center for the Study of Parent Involvement, John F. Kennedy University, 370 Camino Pablo, Orinda, California 94563. (800) 493-2775 or (510) 254-0110; Fax: (510) 254-4870.

COMPETENCE

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Child Development Associate
CDA
National Credentialing Program

COMPETENCE

News for the CDA Community

Volume 11, Number 3 November 1994

Latest CDA Survey Results Are In!

From Experience and Training to Salary/Position Increases, CDAs Show Modest Gains

Statistics from the 1994 CDA Survey indicate that CDAs have made modest gains in experience, training, and salary/position upgrades over the previous two CDA surveys. Education level, however, is down slightly.

Tables 1-4 show the comparison between the 1994 survey and earlier ones.

For an overview of survey findings, see page two.

Table 1

Percentage of CDAs Receiving Salary Increases

1983	1988	1994
40%	52%	60%

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Tables 2-3

Education of CDAs

At time of Credential	1983	1988	1994
Some College	48%	51%	48%
2 or 4-year degree	26%	24%	22%
Graduate Degree	3%	2%	2%

At Time of Survey	1983	1988	1994
Some College	53%	52%	49%
2 or 4-year Degree	30%	28%	25%
Graduate Degree	4%	3%	2%

Table 4

Position Held by CDAs

Position	Percent at time of Credential	Percent at time of Survey
Volunteer and/or Parent	2%	.006%
Assistant Teacher/Aide	43%	23%
Classroom Teacher	41%	53%
Home Visitor	5%	5%
Education Supervisor/Coordinator	1%	4%
Program/Center Director	4%	7%
Family Day Care Home Operator	4%	4%
Student Teacher	.004%	3%

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1994 CDA Survey Reveals Modest Gains, Improvements, Some Consistencies Over Previous Surveys

The 1994 National CDA Survey was the third survey conducted of the CDA population in the last ten years.

The first survey was conducted in 1983 when the National CDA Credentialing Program was administered by Bank Street College of Education. That survey was a two-fold data collection effort: (1) *the national survey itself*, and (2) *anecdotal reports from CDAs*. Ten percent of the 12,000 CDAs at that time were sampled.

The second survey was conducted in 1988 by the *Council*, which became the administrative body for the CDA National Credentialing Program in 1985. That survey instrument was mailed to 11,000 of the 15,000 CDAs credentialed since the first survey.

The *Council's* decision to conduct a third survey of the CDA population was three-fold. First, because there has been a tremendous spurt in the number of people obtaining their CDA Credential in the last five years, any dramatic differences existing between the CDAs credentialed in the 90's versus those obtaining the Credential in the 80's would be interesting.

Also, early care and education professionals have been working hard to bring the early care and education workforce in line with other professions. They have designed a career ladder, encouraged child care workers to seek postsecondary education-level training, and have increased public awareness of the need for higher wages and better compensation for this group.

Therefore. the second reason for the 1994 survey, was to determine if this new group of CDAs were finding better salaries and compensation at their worksite.

Thirdly, the 1994 survey sought to discover whether CDAs are remaining in child care *after* obtaining the CDA Credential.

METHODOLOGY

The 1994 survey instrument was mailed to 10% of the 25,000 CDAs credentialed since the 1988 survey. It had a 78-item multiple choice format that sought information in these categories:

1. *Background*
2. *Education & Experience*
3. *Training for the CDA*
4. *Salary/Position Increase*

Of the 2,500 CDAs surveyed, 1,306 were returned, providing a 52.2% response rate. In addition, 50 Spanish versions of the survey instrument were mailed to 10% of the 500 CDAs in Puerto Rico. However, only a small number of them were returned.

An additional 100 CDAs who did not return a survey instrument were telephoned to see if they had left the child care field or had not returned the survey instrument for some other reason. The findings from the telephone survey are included in the 1994 National CDA Survey Report.

FINDINGS

The 1994 survey revealed many consistencies among this population, with few changes from previously surveyed CDAs. The data indicate that CDAs are fairly well-educated, having taken some college courses before obtaining the CDA Credential. They are overwhelmingly white females between 30 and 40 years of age and work in preschool center-based settings. These were the findings about this population in 1983, 1988, and 1994.

The data also indicate that salary increases do come with obtaining the CDA Credential, with more CDAs reporting they received an increase with each survey. However, the actual amount of the increase has been consistently low (less than $500 a year).

On a positive note, it was found that more CDAs than ever before are now able to obtain early care and education/CDA training at a postsecondary education institution and in the community. As a result, there has been an increase in CDAs seeking that training. Also, more child care workers outside Head Start are seeking the nationally-recognized CDA.

The final consistency is that few CDAs leave the child care field. On average, from 1983 to 1994, 95% of CDAs remained in child care after obtaining the CDA Credential.

While it is comforting to know that CDAs choose to remain in child care, the reasons to continue doing so could be quite baffling for professionals in other fields. However, *"Caregiver's Perceptions of Working Conditions in a Child Care Environment"*, a study by Susan Kontos and A. Stremmel, provide a probable reason.

This 1988 study in the *Early Childhood Research Quarterly*, 3(1) examined center characteristics, task characteristics and information on salary and benefits of 40 aides, assistant teachers, head teachers, and administrators of 10 northeastern Pennsylvania day care centers.

They found that the majority of teachers wanted to stay in child care despite poor benefits, long hours and low wages. "More likely, there is something about the work that satisfies caregivers... the vast majority of caregivers in that sample reported that what they liked most about their jobs was contact with the children."

A complete analysis of the data findings of the 1994 CDA Survey will be published by the *Council* and made available to the public by the end of November 1994.

Send requests to *Marilyn Henry* at the *Council*.

Council Establishes National CDA Advisory Panel

Almost one year ago, the Council for Early Childhood Professional Recognition continued its face lift on the CDA National Credentialing Program when it announced and implemented sweeping changes in assessment procedures.

Today, the Council is continuing its agenda with the help of a newly established national advisory panel. The CDA Advisory Panel will assist the Council in undertaking some of the issues involving the CDA credentialing process.

Comprised of a diverse group of early care and education professionals involved in CDA at various levels, the panel will provide advice, reaction, response, and assistance regarding such issues as the CDA renewal process, dual credentialing, professional development and teacher qualifications, and greater acceptance of the CDA Credential outside of Head Start. The panel also will explore the potential for expanding program services.

Advisory members are:

Ophelia Brown, Dade County Community Action Agency; Miami, Florida;

Jean Chase, South Carolina Educational Television Network; Columbia, South Carolina.

Carrie Cheek, Wilmington, North Carolina;

Gayle Cunningham (Chair), Executive Director, Jefferson County Committee for Economic Opportunity; Birmingham, Alabama;

Mildred Emmanueli, Pontifica Catholic University of Puerto Rico; Ponce, Puerto Rico.

Linda Geigle, National Association for Family Child Care; Murray, Utah;

Eleanor Hensley, Field Base & Child Development Certificate Program, MCC/Penn Valley Community College; Kansas City, Missouri

Sheylla Lemus, Rosemount Day Care, Washington, DC; and

Vera Spraggins, St. Petersburg College; St. Petersburg, Florida.

The panel will meet quarterly.

CDA Advisory Panel recently convened in Washington, DC. They are: (Front l-r): Mildred Emmanueli, Sheylla Lemus, Vera Spraggins, Ophelia Brown, and Jean Chase. (Back l-r): Carol Brunson Phillips (Council Executive Director), Kendra Hughes (Council staff), Eleanor Hensley, Carrie Cheek, Jean Simpson and Deborah Jordan (Council Deputy Director).

OOPS!

Our mistake! We did not mean to leave you out of our listing of postsecondary institutions offering credit for the CDA Credential and/or CDA training.

The following insitutions are an addition to the listing in the August '94 issue of Competence:

Corning Community College
1 Academic Drive
Corning, New York 14830-3297
(607) 962-9011

Contact: Catherine M. McLaughlin
Credits Awarded: 15

Genesee Community College
One College Road
Batvia, NY 14020-9704

Contact Person: Donna Blake
Professor of Human Services
(716) 343-0055 x6292

Credits for CDA Credential: 9
Credits for CDA Training: 9

Credits are applicable to any associate degree or certificate program at Genesee Community College.

BEST COPY AVAILABLE

Family Education and Training Program Prepares Participants for CDA Credential and Strengthens Parenting Skills

Some Head Start parents in New Haven, Connecticut are getting the three-for-one treatment because of a joint effort by the Center on Families, Communities, Schools and Children's Learning (*at Yale's Bush Center in Child Development and Social Policy*) and the New Haven Public Schools Head Start.

The Family Education and Training (FET) Program, a pre-employment training program, not only prepares participants to receive the CDA Credential, it focuses on sharpening parenting skills, and increases job readiness as well.

Using the *Essentials* curriculum in a parallel approach, instructors link the CDA Competency Goals and Functional Areas across three targeted competency areas: child care training, parenting support, and job readiness.

The curriculum is comprised of weekly goals. Each class discussion revolves around the goal as it relates to child care, parenting, and employment issues. Participants discuss the skills needed in each area to accomplish the goal.

To develop the skills that lead to competent caregiving and parenting, trainees are then placed in field-based positions in a Head Start or other preschool center, where they complete 480 hours.

They also have regular peer group support sessions and individual consultants with a teacher/advisor.

Participants who complete the 32-week training program meet the experience and formal education and training qualifications required for assessment for the CDA Credential.

The general objectives of the FET Program are: (1) *to prepare trainees for employment in early care and education positions;* (2) *to prepare trainees to obtain a Child Development Associate (CDA) Credential;* (3) *to support and increase participants' sense of confidence and success in their parenting roles; and* (4) *to enhance the social-emotional and cognitive development of participants' children.*

Muriel Hamilton-Lee, Program Coordinator, believes that overall, the program has had beneficial results. She says that while some of the parents find the transition from being full-time parent or bread winner to student challenging, and that they may need to be motivated, the results more than compensate for these challenges in ways that are quite rewarding.

One such reward is that parents can spend quality time with their children because of the structure of the program. They work with them in the classroom and have the additional opportunity to carry out classroom exercises with their children at home.

Another benefit is that participants who complete the program earn nine college credits and can continue their education. Others can go on to full-time child care positions.

According to Lee, of one group of 14 trainees who recently completed the program and attained the CDA Credential, 2 have gone on to full-time jobs, and 5 have decided to go to college. The other seven participants are either pursuing part-time jobs in day care centers and other child care facilities or preparing to go on to college or full-time job positions.

Despite some of the challenges that participants face, Lee notes that the level of enthusiasm, along with the amount of support they give each other have brought about success. She says that participants support each other so much that it often extends beyond the training period. The result, she adds, is empowerment -- both professionally and personally.

What does Lee see as future goals for the program? They include: (1) *to expand into more Head Start Programs in the New Haven area;* (2) *to offer the program as a resolve for Welfare reformation attempts;* (3) *to empower low income parents with effective parenting skills and a job placement opportunity,* and (4) *to see the expansion and replication of this and similar programs throughout the United States.*

To be eligible for the program, trainees must be parents or legal guardians of children enrolled in the New Haven Board of Education Head Start Program. They must be 18 years or older with a high school diploma or GED, and have had no prior formal training or employment in early care and education.

For more information about the Family Education and Training program, contact: Muriel Hamilton-Lee, 310 Prospect St., New Haven, Connecticut 06511; (203)432-8961.

Competence is published three times a year by the Council for Early Childhood Professional Recognition, the organization that administers a nationally recognized credentialing program for caregivers and that awards the Child Development Associate (CDA) Credential.

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Dr. Carol Brunson Phillips is the Executive Director of the Council; Patricia A. Brown is the editor of *Competence*.

CDA Profile

Mother and Daughter CDAs Handle Children with Tender Loving Care

Both Phyllis and Jeannette Shephard have much more in common than blood. Both share a sincere love for children that helps them to provide the type of care that leads to developmental milestones. Both are teachers at the Quechan Head Start in Yuma, Arizona. And just recently, Jeannette rounded out the mother-daughter CDA team when she followed in her mother's footsteps and earned the CDA Credential.

When mom, Phyllis, began her career with children over 20 years ago, little did she know that by plotting her own course, she would be plotting her daughter's at the same time.

Jeannette says that it was the joy that she saw in her mother that encouraged her to do the same thing: to invest in the lives of the children in her community.

With a determination to make a difference in the lives of children, Jeannette began her professional career with Mary Moppets Day Care Center in 1984. She worked as an assistant first, and was then promoted to teacher.

Her mother Phyllis, however, started out as a teacher's aide in the San Palqual Valley School District. After 17 years, she went to Head Start, where she has been for the past 7 years. She received her CDA in 1983, preparing for assessment by taking modules through Central Arizona College.

In fact, it was Phyllis who told her daughter about a teaching assistant position that was available in the center. Jeannette applied for and received the job.

It was like a dream becoming reality for Jeannette. She says she has always believed in the ideals of Head Start because of the services they offered children and the emphasis on self-esteem. And it was like going home too because she had attended Head Start as a child.

Phyllis and Jeannette Shephard, mother and daughter CDAs at the Quechan Head Start in Yuma, Arizona.

Having gone through Head Start as a child, Jeannette was quite familiar with the program and quickly advanced. This time, however, it was as a professional rather than a participant. Within a year, she moved from teaching assistant to head teacher, a position that she still enjoys.

Five years after becoming a teacher at the Quechan Head Start, Jeannette accomplished another professional milestone: she became a Child Development Associate. She considers the experience preparing for assessment contain the very tools that she needed to learn more about children. She attended numerous child care related workshops and participated in various training opportunities.

Jeannette said that the most rewarding part of receiving her CDA is seeing children accomplish age-level developmental tasks as a result of her efforts. She also enjoys watching them grow once they leave the center, and getting positive feedback from the parents of children she has worked with.

For now, Jeannette Shephard will continue working in the Quechan Head Start. She plans to further her education. Her advice to other CDA Candidates? "Go for it! It's fulfilling and worth it!"

"Never Talk to Strangers" Video Package Available

Never Talk to Strangers is a 38-minute child safety video and five-piece safety package developed by The Grandma "G" Corporation.

The package is geared towards families with children ages 4-14 and can also be used in classrooms and other child care facilities.

The video teaches children to avoid dangerous situations with strangers and acquaintances.

For more information, contact: Grandma "G" Corporation, 16 Club Drive, Roslyn Heights, NY 11577 ; attn: Art Brady; (516) 621-0867.

JTPA Funds Afford Women Opportunity to Obtain CDA Credential

Thanks to the availability of Job Training Partnership Act (JTPA) funds for training, 12 women from a 5-county area in Ohio are on their way to becoming Child Development Associates.

Job Training Partnership, an agency in Canton, Ohio that is authorized to distribute JTPA funds, selected participants from a pool of eligible applicants.

Eligibility criteria included being an economically disadvantaged youth or adult who is 18 years or older with a high school diploma or GED, or a dislocated worker.

Selected applicants were screened and assessed to determine their proficiency levels and career interests. In addition, a need was identified for the skills in which participants were to be trained. With the anticipated growth and expansion of Head Start, the need for quality child care substantiated the need for more workers.

The agency provides employment training opportunities for individuals who qualify for the program. After training, individuals will be placed in full-time employment with at least 30 hours of work per week with at least $5.00 an hour with medical benefits.

Securing JTPA funds is a goal for the child care community in many cities and town, yet successful acquisition of funds is infrequent.

For more information about this Ohio success story, contact: Job Training Partnership, Central Administrative Office, 300 Market Avenue North, Canton, Ohio 44702-1420.

Make the opportunity your opportunity... become a CDA

Family Child Care Training Project Offers Comprehensive Curriculum Integrating Special Needs Children into Regular Child Care Programs

The Henry M. Jackson Foundation for the Advancement of Military Medicine in Rockville, Maryland, has completed field testing its new comprehensive curriculum, *Project Together*.

The curriculum covers the CDA Competency Goals and Functional Areas and is recognized by the Council for Early Childhood Professional Recognition as meeting the family child care training requirements for the CDA Credential.

This competency-based curriculum and training program has been developed to teach family child care providers and, with minimal adaptation, other child care practitioners, to care for all infants and young children -- those with and without special needs, within regular child care programs.

The curriculum and training model support and facilitate the full inclusion of infants and young children with special needs into regular child care programs.

Project Together provides opportunities for child care workers to establish supportive linkages with families that have children with special needs and the health and education practitioners serving them.

The curriculum consists of three units that are then further divided into modules: *Unit One, Team and Family Communications; Unit Two, Developmental Principles of the Whole Child;* and *Unit Three, Program Management.*

In addition to developmentally appropriate practices in early care and education, the curriculum also addresses *cultural and familial diversity; issues of loss and bereavement; communication skills in terms of verbal, non-verbal and written communication; personal and professional stressors and strategies to effectively manage them; ways to support families, especially those that have children with special needs; confidentiality issues emphasizing children with special needs, including those with HIV infection; behavior guidance techniques; and child abuse and neglect issues.*

The trainer manuals will be disseminated through Program Coordinator Seminars. These seminars are a train-the-trainer program that prepares participants to successfully implement the *Project Together* curriculum and training model in their respective communities.

Trainee manuals will be available through the program coordinator. The Foundation will begin field testing the seminar in December of this year, within the state of Maryland, and will do so again, nationwide, in early spring 1995.

The Foundation is presently seeking to establish a partnership with a Maryland college that recognizes and provides credit for the CDA Credential so that those who complete this training would be eligible to receive continuing education units or academic credit.

For more information on *Project Together*, contact Christina Giovinazzo, Project Director, 1401 Rockville Pike, Suite 600, Rockville, Maryland 20852; (301) 424-0800.

Have an interesting story about how becoming a CDA has changed your life? Write us. We'd like to hear from you. Send your information to: *Competence*, attn: Pat Brown

Changes in Family Child Care Ignites Development of New Agenda

Recent changes in family child care (*formerly family day care*) have fueled the push toward networking with local associations that support individual family child care providers.

At the forefront of this move, the National Association for Family Child Care (*NAFCC*), altered its 10 year-old agenda somewhat to compensate for the enormous growth of associations that can address the needs of providers at the local level.

Aware of the need to alter its course, NAFCC began by changing its name from the *National Association for Family Day Care* to the *National Association for Family Child Care*. It reflects the widespread use of "family child care" to describe child care in a home setting, as well as distinguishes it from a commonly used term describing day care for adults.

Over the years, NAFCC has been emphasizing quality care and taking steps to ensure that providers were indeed offering the type of care that the association advocated.

They developed an accreditation process, provided training, offered technical assistance, and held conferences to secure quality care for our nation's children and to increase professionalism among individual providers.

The optional accreditation process is a self-assessment tool where providers evaluate themselves and their facilities based on feedback from a questionnaire completed by a NAFCC representative, parents, and the provider. This move toward professionalism is being recognized in that some states are compensating providers who obtain accreditation.

Today, the emphasis is still on providing quality care and professionalism. However, NAFCC's focus has shifted toward building leadership and structure within local organizations that serve providers because local organizations were found to have more impact on providers.

According to Linda Geigle, President of NAFCC, a Families and Work Institute study also shows that affiliation with other providers directly impacts care. Providers who affiliate with each other are known to provide better care.

This is where NAFCC steps into its new supportive, structure-building role of pulling all the parts together -- linking providers with local associations, and local associations, in turn, plugging into the national office.

To do this, NAFCC facilitates networking opportunities for new and existing family child care associations; acts as an information clearinghouse; provides technical assistance to association leaders, and promotes high quality care through provider accreditation.

The NAFCC accentuated this new agenda at its 1994 conference with such issues as technical assistance to new and established associations, leadership development for providers and an examination of the family child care's niche in the early care and education field.

The future of the family child care field appears to be promising. With support from NAFCC trickling to local associations, providers are graduating toward higher levels of professionalism.

As professionalism increases, family child care will become a viable option for parents seeking quality child care and for others looking for alternative career choices.

Executive Director Speaks

CDAs Ready to Lead the Way as Head Start Prepares to Serve Infants and Toddlers

Carol Brunson Phillips

The Administration for Children and Families has begun to shape its new initiative to serve infants and toddlers in Head Start. I spent six days this summer participating with the national panel of experts selected to advise the administration about how the new program should look.

Among the panel were individuals of historical prominence like Ed Zigler, Urie Bronfenbrenner, and Julius Richmond — who founded Head Start in the 1960s and who, over the years, have been instrumental in shaping its policies and programs.

Also among the panel members were the infancy and family support experts who wanted to insure that these new Head Start programs would be a model for the nation in supporting families and at the same time be appropriate for very young children.

Many, many perspectives were presented over the six days. Yet despite the diversity of concerns, one message resounded over and over — *high quality staff as a necessity for high quality programs*. The theme repeated itself in many ways. *Qualified staff. Trained staff.*

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Executive Director Speaks
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Staff with special skills with infants and toddlers. Of course *I* kept thinking CDAs, but others as well expressed the thought that CDAs would fit the bill perfectly.

What an enormous testament to the vision of the architects of the CDA program that here today, in a program that will be both a charter and a blueprint for this nation's future, there will be no need to redesign the content for caregiver standards.

For wherever caregiving becomes a program component in the new Early Head Start programs, CDAs with infant toddler endorsements will be ready to lead the way.

***Families Reading Together* Poster Set Available from Children's Book Council**

The Children's Book Council's Families Reading Together Poster Set has brand new illustrations that emphasize the importance of reading and spending time with family.

The posters portray a love of reading, and demonstrate the message that sharing a book with family members is an enjoyable experience. The 13"x19" color posters are available only as a set.

For more information, contact the Children's Book Council, 508 Broadway, Suite 404, New York, NY 10012.

The Specialist Degree

My goal is acquiring a CDA, a professional degree much needed today;
I am a specialist inside and out, when it comes to children, there is not doubt.
I will give them all the love I can, praise and understand them, then -
I'll help them learn their work is play; I'll assist them and teach them day by day.
I'll soothe them when their friends won't play, and teach them sharing in another way.
I'll see that they are nutritionally fed, I'll comfort them when it's time for bed;
reassuring them that they're loved and how special they are to God above.
I'll see that their little needs are met and above all that, I'll do more yet.
We'll climb, we'll run, we'll build with blocks; we'll cut, we'll paste, we'll read a lot.
We'll sing, we'll play, and we'll just be friends, we'll play dramatically, it never ends!
With my co-workers we'll know we're blessed for giving God's children the very best.
To see a firm foundation's laid for the pre-school years, that's a road I've paved.
I'll assist in the family when I can and as I'm needed, I'll lend a hand.
I'll grow professionally with my skills each day
Remembering my work is not work, if I can play!
Our children's future is in our hands; CDAs are in great demand.
Set your goals and set them high; for the love of children is God's gift from on high.
With a special thanks for each caregiver's part;
for success with children takes a GREAT BIG HEART.

Author *Lois Shelton* dedicated this poem to two very special friends, *Judy Wilson Semlinger* and *Wanda Echenhofer*, who have been very positive influences on her career as an early care and education professional.

COMPETENCE

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